

# SESSION 2: RIGHTS OF THE CHILD

Age range: 8-11 years

Time: 1 hour

<p><b>Outline</b></p> <p>Learners will read selected articles from the UN Convention on the Rights of the Child and discuss which three they consider to be most important. They will write a sentence to justify their choice of articles and use persuasive language to encourage others to accept their viewpoint.</p>		
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To develop skills in using both spoken and written persuasive language.</li> <li>To develop an understanding of the UN Convention on the Rights of the Child and recall at least three of the UN articles on the Rights of the Child.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will group selected articles from the UN Rights of the Child into categories such as health, happiness or safety and then rank them in their order of importance.</li> <li>Learners will use appropriate language to persuade others to agree with their choice of the top three most important articles.</li> <li>Learners will create posters using persuasive language to support their choice of the top three most important articles.</li> </ul>	
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What is the aim of this article?</li> <li>Which three articles do I think are most important? Why?</li> <li>How can I make this sentence sound more persuasive?</li> <li>Which were the most popular articles chosen by the class? Why was this?</li> <li>Are all children are given these rights?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li><i>Children's Right slideshow</i>: slides 5 &amp; 6.</li> <li><i>Selected articles from the UN Convention on the Rights of the Child</i> (for learners to hold up).</li> <li><i>Selected articles from the UN Convention on the Rights of the Child</i> (cut into individual slips for pairs of learners to sort).</li> </ul> <p><b>Optional resource</b></p> <ul style="list-style-type: none"> <li>'For Every Child' by various authors for UNICEF published by Red Fox.</li> </ul>	
<p><b>Curriculum links</b></p>		
<p><b>England</b> <i>Pupils should be taught to:</i></p> <p><b>Spoken language</b></p> <ul style="list-style-type: none"> <li>Enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.</li> <li>Listen and respond appropriately to their peers.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of their writing, selecting the appropriate form.</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>Proof-read for spelling and punctuation errors.</li> </ul>	<p><b>Wales</b></p> <p><b>English: Oracy</b></p> <p><b>Skills:</b> Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener.</p> <p><b>Writing</b></p> <p><b>Range:</b> Writing for a range of purposes.</p> <p><b>Literacy Framework:</b> <b>Oracy:</b> Collaboration and Discussion. <b>Writing:</b> Organising ideas and information. Writing accurately.</p>	<p><b>Scotland</b></p> <p><b>Literacy and English</b></p> <p><b>Listening and Talking</b> When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking (LIT 2-02a).</p> <p><b>Writing</b> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader (Lit 2-24a). I am learning to use language and style in a way which engages and/or influences my reader (ENG 2-27a).</p>

## Activity Outline

### **Starter** (15 min)

#### *Introducing the Rights of the Child*

- If possible, read the book 'For Every Child' written by various authors for UNICEF. This beautifully illustrated book puts the 14 articles considered most pertinent to children into simple language. Discuss the key point brought up on every page. If not, start the session with the next bullet point.
- Tell learners about the international law called *The Convention on the Rights of the Child*. This was written in 1989 and came into force in 1990. Every country in the world agreed to it except the USA and Somalia. All countries that agreed to it try to make the law work. The rights for children are about what children are allowed to have or do, and what those responsible for children have to do to make sure they are happy, healthy and safe.
- Ask the class for 12 volunteers and give each learner a card stating one of the articles from the worksheet *UN convention on the Rights of the Child*. Explain that there are 54 articles in the complete law, so this is just a selection.
- Ask each volunteer to stand up and read the article they have been given. Discuss any points that the learners do not understand.
- Encourage learners to start thinking more deeply about each article by asking them to consider whether that article is aimed at ensuring children's health, safety or happiness. Sort the articles into these categories or 'key ideas' by asking the volunteer to move to the front of the classroom and stand with others holding articles in the same category.

### **Activity 2.1** (10 min)

#### *Prioritising Rights*

- Hand out printed slips showing all 12 selected articles from the *UN Convention on the Rights of the Child* to pairs of learners.
- Ask learners to work together to put the articles into a ladder formation, showing the three articles they consider to be most important at the top of the ladder. Ask them to think carefully about why they believe th
- at these three articles are more important than the others. You might like to refer to slide 5, which lists all 12 selected articles.

**Differentiation**

**Make it easier:** Work as a larger group with adult support to discuss any tricky wording in the articles as they are read out.

**Make it harder:** Give learners a copy of the full set of 54 articles. Available at: [www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf](http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf).

Ask them to read through them carefully in order to see whether there are any others that they would consider to be in the top three (or top twelve) most important.

**Activity 2.2 (25 min)**

*Using persuasive language*

- Explain to learners that they will be making posters to make others aware of the *UN Convention on the Rights of the Child*. Then point out that the articles the class have been reading state each right using the third person 'you'. They are written in a firm, clear, directive way.
- Ask learners how they could make the rights sound more persuasive. Scaffold their thinking towards the suggestion that they could make their top three most important rights sound more persuasive by writing them in the first person (using 'I' and 'we'). They could also use persuasive phrases to introduce each article. Refer learners to their phrase bank from Session 1 and show slide 6.
- Ask learners to consider who the target audience for their poster should be and to ensure their language choices are appropriate. (*The target audience might be others in the class, year group or section of the school, or you may choose a wider audience such as the whole school, teachers or parents.*)
- In pairs, ask learners to create a poster showing their top three most important rights written into persuasive sentences with an illustration for each.
- Ask learners to proof-read each other's posters for spelling and punctuation errors and to evaluate the posters for effective language and presentation.

**Differentiation**

**Make it easier:** Ask learners to choose one of their top three most important rights and write it into a sentence to put on a poster with an illustration.

**Make it harder:** Challenge the learners to think of their own persuasive sentence starters using the first person.

**Plenary (10 min)**

- Ask learners to add any new persuasive language sentence starters they have used to the class 'word bank' for later use.
- Lead a class discussion where each pair shares their top three articles and their reasons for choosing them. Which were the most popular articles chosen? Why was this? Do learners think that all children are given these rights?

**Further ideas**

- Extend learners' understanding of needs and wants (introduced in Session 1) by asking them to work in small groups to sort the 12 selected articles from the *UN Convention on the Rights of the Child* (worksheet below) into two large hoops labelled 'Needs' and 'Wants'. Lead a class discussion around why each group chose to put each right in a particular hoop.
- Ask learners who they think should have the responsibility to ensure these rights are met by asking them to sort each of the 12 selected articles from the *UN Convention on the Rights of the Child* (worksheet below) under headings such as governments, lawyers, teachers, doctors, parents/carers and children themselves. Lead a class discussion around why learners have assigned responsibility for each right in a particular way. *Note that this activity may require sensitivity to the individual situations of members of your class.*

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**Selected articles from the *UN Convention on the Rights of the Child***

- Cut into two cards for learners to hold up.

**Article 3: Adults should do  
what is best for you.**

**Article 6: You have the right  
to be alive.**

**Selected articles from the *UN Convention on the Rights of the Child***

- Cut into two cards for learners to hold up.

**Article 14: You have the right to think what you like and be whatever religion you want to be.**

**Article 15: You have the right to make friends.**

**Selected articles from the *UN Convention on the Rights of the Child***

- Cut into two cards for learners to hold up.

**Article 17: You have the right to collect information from radios, newspapers, television, books etc from all around the world.**

**Article 19: No one should hurt you in any way.**

**Selected articles from the *UN Convention on the Rights of the Child***

- Cut into two cards for learners to hold up.

**Article 24: You have a right  
to good health.**

**Article 27: You have the  
right to food, clothes, and a  
place to live.**

**Selected articles from the *UN Convention on the Rights of the Child***

- Cut into two cards for learners to hold up.

**Article 28: You have a right to education.**

**Article 30: You have the right to enjoy your own culture, practise your own religion and use your own language.**

**Selected articles from the *UN Convention on the Rights of the Child***

- Cut into two cards for learners to hold up.

**Article 31: You have the  
right to play.**

**Article 37: You should not  
be put in prison.**

**Selected articles from the *UN Convention on the Rights of the Child***

Article 3: Adults should do what is best for you.
Article 6: You have the right to be alive.
Article 14: You have the right to think what you like and be whatever religion you want to be.
Article 15: You have the right to make friends.
Article 17: You have the right to collect information from radios, newspapers, television, books etc., from all around the world.
Article 19: No one should hurt you in any way.
Article 24: You have a right to good health.
Article 27: You have the right to food, clothes, and a place to live.
Article 28: You have a right to education.
Article 30: You have the right to enjoy your own culture, practise your own religion and use your own language.
Article 31: You have the right to play.
Article 37: You should not be put in prison.